Orange County Public Schools

Tildenville Elementary

2017-18 Schoolwide Improvement Plan

Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

https://tildenvillees.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	**2016-17**	**2015-16**	**2014-15**	**2013-14**
Grade	C	C	C*	A

**Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Tildenville Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Throughout the school year, we highlight cultural diversity, specifically Hispanic Heritage during the month of September/October and Black History in the month of February. At the start of the school year, teachers engage students in school activities as well as home projects in order to get to know their students and helping them to know each other. In December, our winter holiday program also highlights our cultural diversity through student participation in songs, short dramatizations, and/or poems. Parents and school community members are invited to enjoy our students' talents. All communications sent to our parents are sent in the languages represented in our school community in order to make sure everyone is well informed of all events.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school day starts with students eating breakfast and then participation in a variety of social and academic clubs that are offered in the mornings. We have staff posted in key areas throughout the building to supervise the students. During the school day, students are under constant supervision by their teachers. When they are in the hallways, we use the buddy system to ensure that the students reach their destination and return back safely and timely. All of the entrances have badge access and visitors are buzzed into the building. All of our many parent volunteers are ADDitions approved. We also provide counseling and safe areas for our students when they need them.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our Positive Behavior Support (PBS) committee has been in place for three years. The committee consists of one teacher per grade level, assistant principal (PBS representative), MTSS coach, reading coach and principal. The team meets monthly to discuss grade level concerns, questions and procedures. The team creates PBS packets and signs for all teachers. The school has a Tiger Store for the students to exchange the Paws they earn from staff members.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social emotional needs of all students are being met by the following:
• Monthly Character theme presented, explained, emphasized on the morning announcements
• Monthly Character Learning for life lessons presented by teachers in their classrooms.

• Small group and /or one-on-one counseling sessions will be conducted by the counselor and school Social Worker as needed.
• Some students are referred out to Mental Health Counseling agencies contracted by OCPS.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

At the beginning of the school year, the principal and core team reviewed a variety of data, including but not limited to: end of the year assessments, i-Ready data reports, attendance reports and behavior statistics in order to identify and develop a support plan to address the specific needs in each area. The monitoring occurs through our monthly MTSS meetings where each child's needs are discussed and resources are identified to support the child.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	15	14	21	7	10	0	0	0	0	0	0	0	81
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	14	10	42	10	16	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	35	14	24	0	0	0	0	0	0	0	73

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	6	3	31	7	18	0	0	0	0	0	0	0	67

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students that have been identified are immediately placed in an intervention group where they receive support in the areas they are struggling with. Teachers document their progress and initiate or continue the MTSS process in order to continuously monitor their work. Through Saturday School and after school tutoring, identified students are given extended learning opportunities to assist them in increasing their academic performance. Students with one or more suspensions meet with the Child Study team and referrals are put into place as needed. Students who fall below 90% attendance are referred to the Child Study team.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At the beginning of the school year parents are invited to attend Meet the Teacher, which is an opportunity to meet their child's teacher and become familiar with the routines of the new grade level. Parents can receive help filling out/ submitting lunch applications, obtain information related to transportation, after school programs, PTA, among other things. In the month of September, parents attend Open House. The teachers showcase student work and share the curriculum with parents. It is also an opportunity to get better acquainted with the technology used in class and the programs students can use at home to reinforce their learning. Curriculum Night is another activity during the 1st, 2nd and 3rd quins, in which students get to share their accomplishments with parents. We also have a presentation by our school chorus. On parent conference nights (fall and spring) teachers, parents, and students have data chats in which teachers share the academic performance with their parents. Teachers share how parents can help support their child's learning and parents can share their concerns.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through our Partners in Education we receive a variety of support for our students and families:

The Florida Turnpike Enterprise provides mentors for the students. Our students go to the Florida Turnpike/Turkey Lake Plaza office to share our Winter Celebration by singing holiday songs. They support our Technology Dept./Principal Discretionary Fund by hosting a Chili Cook Off within the Turnpike offices. They provide cookies for our Black History Month celebrations. They also provide the school with items that we might need if they are being discarded from their surplus department, chairs, desks, folders and binders etc.

Walt Disney World Hilton provides cakes for our many celebrations such as the Principal Breakfast, 5th Grade graduation and other events. They have their staff visit our school for Teach In. Their staff comes on campus to beautify and plant new plants. Each year, our chorus department will visit the WDW Hilton to share our Winter Celebration by singing holiday songs. They also collect school supplies for our students. They provide gift certificates for free 2 night stays for teacher incentives.

Mosaic Church (Our Faith Based PIE) provides mentors to our school. They come during the summer and spruce up our campus with new plants and help decorate our cafeteria for the beginning of the school year. Their artist painted a mural on our entrance wall to “Welcome our Students” to a successful school year. They provide snacks for about 100 students for 6 weeks for the Saturday school.

Clemons Produce/owner Dianne Clemons mentors a student at our school. They provide fruit or vegetables to our school when we have a special event. In addition, they donate bicycles to use for students in need.

Chick Fil A provides coupons for our students, staff and families in recognition for special events that include: Honor Roll, Family night, Staff appreciation and Kg and 5th grade "Moving on Ceremony" and Spirit Nights to help fund our Technology Department.

Florida Hospital provides school supplies at the beginning of the year. At the holidays, they provide food

baskets for our families in need.

Panda Express provides food to welcome our staff to a new and successful school year. We host Spirit Nights at their location to help fund our Technology Department.

Subway/Winter Garden provided food to recognize our staff either before school began and during the school year.

Publix Supermarket/Winter Garden provides sweets for our staff. They also support our Pre-K students by providing field trip opportunities to share with them about the many parts of the grocery store from Bakery, Deli to the Dairy and Meat Departments. In addition, they provide bakery items as needed for different school events.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Alvarez, Agathe	Principal
Clemonshager, Julie	Instructional Coach
Ross, Shannon	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The team is comprised of the Principal, Assistant Principal, Compliance Teacher, Reading Coach, Staffing, the speech teachers and the school psychologist. The team provides data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; and aligned processes and procedures. They will take an active role in the implementation of the plan by providing training and mentoring to other staff members.
The Principal provides guidance for the Leadership Team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. The Principal also ensures that the team is implementing common planning effectively, as well as provides opportunities for professional development. Additionally, she conducts classroom walkthroughs daily.

Shannon Ross provides resources to the staff regarding MTSS.. Mrs. Ross collects and analyzes the data in order to implement tiered interventions. Mrs.Ross facilitates meetings in the MTSS process with the MTSS and CCT team. She collaborates with the teachers to implement the proper interventions based on the students' needs. She monitors the implementation of interventions by holding data chats, classroom observations and team meetings. She provides professional development to staff on the MTSS process.

Mrs. Ross provides research-based suggestions for intervention and instruction. She provides guidance on all science, writing and math curriculum. Ms. Ross supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. She also helps with behavior and discipline. Ms. Ross also provides guidance for the Leadership Team.

Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Ms. Ross also works closely with 3-5 grade teachers on the effective implementation of the core reading series.

Julie Clemons-Hager provides research-based suggestions for intervention and instruction. Mrs. Clemons-Hager provides guidance on all reading curriculum and intervention programs. She also supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Mrs. Clemons-Hager also works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions. Additionally, Mrs. Clemons-Hager oversees and participates in common planning.

Julie Clemons-Hager provides resources for staff on Learning Science. Mrs. Julie Clemons-Hager trains our teachers to better understand and incorporate the 41 elements when planning. Mrs. Julie Clemons-Hager assists in collecting and desegregating all data. Mrs. Julie Clemons-Hager will be facilitating testing for TES this school year. She will be working closely with two grade levels to help teachers target and meet specific student needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS plan is reviewed each year and updated in order to make changes and improvements that may be needed. After diagnostic assessments are completed, students will be placed in intervention groups to address their individual needs. These groups will change frequently as data is collected and needs are determined. Instruction will be differentiated through teacher-led, small-group instruction, to target specific skills with individual students. The MTSS team collaborates, works on problem solving, shares best practices, evaluates implementation, makes decisions, and establishes new processes and identifies related skills. The team facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team identifies assessments that will be used, progress monitored and graphed school-wide during the 2017-2018 school year. The team will continue to provide training and support the staff for the effective implementation of MTSS. They will attend the regular grade level MTSS PLC meetings to provide guidance with the problem solving model to make decisions within the multi-tier model.

Title III -Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners, and students who are academically behind.

Title X- Homeless - District Homeless Social Worker provides resource (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Leonor Roman	Parent
Agathe Alvarez	Principal
Karolina Laso	Parent
Wendy Birket	Parent
Kay Black	Teacher
Melba Sims	Teacher
Yulianne Toledo	Teacher
Juliet Shefer	Parent
Annette Ayala	Parent
Ana Bailey	Parent
Charmina Phillips	Parent
Lynn Torres	Teacher
Isimar Zepeda	Education Support Employee
Laura Davis	Business/Community
Julie Clemons Hager	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The members of the 2016-2017 School Advisory Committee met regularly to discuss, review and update the School Improvement Plan. The SAC members will meet at the end of the school year to review the School Improvement Plan for 2017-2018 to determine what was beneficial. Stakeholders agreed that we will continue to work on student achievement and collaborate as a team with students, staff, parents, community and administration.

b. Development of this school improvement plan

The staff met at the end of the school year to review the SIP. They worked in teams to determine what worked, what needs to be improved and our next step(s). Later our SAC members met to discuss the data and the goals from the previous year and identified needs in the different curriculum areas. Members brainstormed ideas and provide suggestions on the identified barriers and strategies on the 2017-2018 SIP.

c. Preparation of the school's annual budget and plan

SAC provides input to the principal regarding how funds should be used to help better meet the needs of the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In 2016-2017 school year, school improvement funds (approx $1,489) were used to purchase curriculum and supplements and the recognition monies have been allocated for a digital marquee to better assist in communicating school events to parents and community.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The SAC roster is expected to be approved in the month of October.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Alvarez, Agathe	Principal
Clemonshager, Julie	Instructional Coach
Ross, Shannon	Assistant Principal
Torres, Lynn	Teacher, K-12
Head, Mary	Teacher, K-12
Hunter, Julie	Teacher, K-12
Ventura, Patricia	Teacher, K-12
Black, Kay	Teacher, K-12
Toledo, Yulianne	Teacher, K-12
Salabarria, Sarah	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will meet quarterly to plan and implement literacy initiatives at the school. Literacy concerns will be brought to the team and the team will address them accordingly. The team will facilitate Literacy Night for our school family, including parents students and our community members. January is literacy month; the team will plan a variety of activities for the students that will involve our parents, community and feeder schools. In order to support writing that has been embedded in all content areas, several teachers have implemented interactive notebooks.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Tuesdays and Thursdays are our school-wide collaboration days. Teams are partnered with an administrative staff and collaboratively plan instruction based on standards. Each grade level team participates in common planning in order to ensure alignment across grade level. Teams are also encouraged to do vertical planning in order to fill in any gaps of instruction. On Fridays, we have our data meetings.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

As part of the process of recruiting, the candidates are interviewed by the principal and the instructional coaches, who have reviewed the resumes for certifications and qualifications for the position. Among the topics discussed are the use of data to drive instruction, technology used throughout daily lessons, classroom management strategies, communication and interaction with parents and prior experiences in the classroom setting.
New teachers meet with the principal on a regular basis throughout the year. The reading coach partners the new teachers with a veteran staff mentor teacher. All teachers participate in professional learning communities, focusing on student achievement and professional development.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are assigned to first and second year teachers as well as those who are new to our school system. Mentors are available to provide ongoing, individual support to help them have a successful experience. New teachers meet as a group at least once a month to address any needs they may have and facilitate support in any of the curriculum areas.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Common Core Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All teachers at Tildenville use data to drive instruction and assist in developing groups in order to properly differentiate instruction. Assessment data, classroom data and teacher observation data provide the opportunity to identify target skills and student deficiencies.
Once students are targeted, teachers build fluid groups through the core curriculum to meet the needs of each student. Instruction is modified or supplemented by teachers using district approved intervention pieces to ensure every student attains comprehensive understanding and mastery of the Florida Standards.
Students having difficulty may receive additional support from our Core and Support Team. Additionally, students are invited to attend after school tutoring and Saturday school enrichment opportunities to receive additional support in the areas of reading, math, science and writing.
Tildenville students use the technology component, i-Ready for reading and math. The technology components assess and level students appropriately and students move through the program at their own pace. Teachers are able to assign specific standards to students in deficient areas. We have two tutors that rotate the classrooms and work with targeted students based on their data and needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

Morning clubs - Each morning for 25 minutes, students have the opportunity to get typing practice, music, French, and Spanish, running club, garden, and Art.

Strategy Rationale

The extended learning activities during morning clubs give students additional practice and support in the core academic subjects and the Arts. Students that do not have technology at home can visit the computer labs and have access to the programs available for additional practice.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ross, Shannon, shannon.ross@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected is based on previous year FCAT Science (2017) scores and lesson and benchmark assessments for the core curriculum. During data meetings and lesson studies, the principal, teachers, and core team analyze results and make instructional decisions based on their findings.

Strategy: After School Program

Minutes added to school year: 9,000

Students who have been identified in specific subgroups are provided additional instruction in math through the MAO department.

Strategy Rationale

The need for African-American and Hispanic subgroups to have additional instructional opportunities in math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ross, Shannon, shannon.ross@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative data will be reviewed and monitored.

Strategy: Weekend Program

Minutes added to school year: 1,440

Students will be provided enrichment opportunities on Saturdays to maintain their proficiency levels.

Strategy Rationale

The data indicates the need for high level students to have exposure to rigorous activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ross, Shannon, shannon.ross@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and summative data will be reviewed and monitored.

Strategy: After School Program

Minutes added to school year: 27,000

ASP, Students get additional practice in math, reading, and science for 2 1/2 hours daily.

Strategy Rationale

The data indicates the need for students to have additional opportunities for their core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Clemonshager, Julie, julie.clemonshager@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected is based on previous year FSA (2016-2017) scores, lesson and benchmark assessments for the core curriculum and other formative and summative data. During data meetings and lesson studies, the principal, teachers, and core team analyze results and make instructional decisions based on their findings.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Second Language Learners are screened during the summer prior to entering Kindergarten. The Florida Kindergarten Readiness Screener-Work Sampling System (FLKRS) is used during the first 20 days of school to measure student readiness for the Kindergarten curriculum. Teachers administer the beginning of the year assessment as part of the core reading and math curriculum. Screening data will be collected and disaggregated by the middle of September. Data will be used to plan daily academic and social/emotional instruction for all students, for groups of students or individual students who may need intervention beyond the core instruction. Continuous progress monitoring and interventions are used for students scoring as High Risk or Moderate Risk in any tested area. Screening tools will be re-administered mid-year and at the end of the year to determine students' learning gains and the need for changes to the instructional/intervention programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students and staff are encouraged to wear college paraphernalia on a designated day once a month. Our school hosts Teach In in November for kindergarten to 5th grade. We host a multitude of members of the community to talk with students about their job experiences. Our guest speaker for the 5th grade end of year ceremony encourages students to continue to do well in school and after graduation. We have built a strong relationship with the Florida Turnpike, Birket Engineering and Valencia Community College who work with our students throughout the year. These organizations provide our students with mentoring opportunities and hands on demonstrations that relate to STEM and the workplace.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Tildenville incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Tildenville participates in the OCPS Teach-In Program. Additionally, the school participates in STEM through the learning garden and are afforded hands on experiences in the ASP program. The STEM curriculum incorporates project-based learning into interdisciplinary technology instruction. Tildenville will participate in the district learning garden where students learn about growing fruits and vegetables in an outside classroom.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Invest in Human Capital)

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Accelerated student Performance)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Invest in Human Capital) 1a

G098254

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District and school base coaches will conduct professional development that will focus on specific elements of the instructional Framework, which should help teachers with lesson planning.
- Administrators and our coach attend PD on the Instructional Framework and coaching cycle.
- IMS
- i-Ready for math and reading
- MyOn for reading
- PSell for science

Plan to Monitor Progress Toward G1. 8

Data meetings will be conducted to determine the effectiveness of the differentiated lessons.

Person Responsible
Agathe Alvarez

Schedule
Monthly, from 8/14/2017 to 6/6/2018

Evidence of Completion
FSA data, IReady data, MAPs, grade level formative assessments.

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Accelerated student Performance) 1a

G098255

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited strategies in differentiating instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- IMS and Think Central
- Journeys and Voyager Reading programs
- i-Ready reading and math
- Go Math core program
- Performance Matters data
- MyOn reading counts
- SMART 7/problem solving
- MTSS team

Plan to Monitor Progress Toward G2. 8

Performance Matters data will be analyzed and disseminated to teachers. FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.

Person Responsible
Agathe Alvarez

Schedule
Semiannually, from 8/29/2016 to 6/7/2017

Evidence of Completion
Classroom walkthroughs, PLC meetings, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and FSA/FCAT/EOC data and formative assessment data will be monitored.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Invest in Human Capital) 1

G098254

G1.B5 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework. 2

B264319

G1.B5.S1 Instructional Coach will provide instructional rounds training/side-by-side coaching with the leadership team. 4

S279975

Strategy Rationale

The need for instructional rounds to incorporate the Marzano Framework throughout all observations.

Action Step 1 5

Teachers will be provided additional time to plan lessons in their PLCs based upon District PLC

Person Responsible

Agathe Alvarez

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC notes, student assessment data, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will complete content specific lesson plans to include complex text and assign assessments based upon these texts.

Person Responsible

Agathe Alvarez

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

DPLC, grade level lesson plans, student achievement results

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The administrative staff will meet with PLCs to monitor teacher's lesson plans and to monitor student achievement data.

Person Responsible

Agathe Alvarez

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student achievement data will be monitored regularly to determine the effectiveness of delivery of instruction.

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Accelerated student Performance) 1

G098255

G2.B5 Teachers have limited strategies in differentiating instruction. 2

B264324

G2.B5.S2 Provide on-going professional development and coaching for teachers in strategies to differentiate instruction. 4

S279982

Strategy Rationale

To support teachers in understanding how to differentiate instruction to increase student achievement.

Action Step 1 5

Professional development will be provided on differentiating instruction.

Person Responsible

Agathe Alvarez

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet and agendas

Action Step 2 5

Teachers will participate in their PLCs to create rigorous, differentiated center activities that align to the standards.

Person Responsible

Agathe Alvarez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes, lesson plans and differentiated center activities

Action Step 3 5

The leadership team will conduct observations and provide teachers feedback on differentiated instruction.

Person Responsible

Agathe Alvarez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews.

Action Step 4 5

Struggling teachers will be provided modeling and side-by-side coaching on differentiated instruction. Teachers will have the opportunity to observe their peers.

Person Responsible

Julie Clemonshager

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coach's log and peer observation reflection logs

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

Person Responsible

Agathe Alvarez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Classroom walkthrough for evidence of differentiated Instruction, i-Observation data

Person Responsible

Agathe Alvarez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M408532	Performance Matters data will be analyzed and disseminated to teachers. FSA/FCAT/and EOC and other...	Alvarez, Agathe	8/29/2016	Classroom walkthroughs, PLC meetings, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and FSA/FCAT/EOC data and formative assessment data will be monitored.	6/7/2017 semiannually
G1.B5.S1.MA1 M408525	The administrative staff will meet with PLCs to monitor teacher's lesson plans and to monitor...	Alvarez, Agathe	8/14/2017	Student achievement data will be monitored regularly to determine the effectiveness of delivery of instruction.	6/1/2018 monthly
G1.B5.S1.MA1 M408526	Teachers will complete content specific lesson plans to include complex text and assign assessments...	Alvarez, Agathe	8/14/2017	DPLC, grade level lesson plans, student achievement results	6/1/2018 monthly
G1.B5.S1.A1 A377444	Teachers will be provided additional time to plan lessons in their PLCs based upon District PLC	Alvarez, Agathe	8/14/2017	Lesson plans, PLC notes, student assessment data, classroom walkthroughs	6/1/2018 monthly
G2.B5.S2.MA1 M408530	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Alvarez, Agathe	8/14/2017	Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback	6/1/2018 weekly
G2.B5.S2.MA1 M408531	Leadership team will walk together to calibrate data using the Instructional Framework to ensure...	Alvarez, Agathe	8/14/2017	i-Observation data and feedback to teachers	6/1/2018 weekly
G2.B5.S2.A1 A377448	Professional development will be provided on differentiating instruction.	Alvarez, Agathe	8/14/2017	Sign-in sheet and agendas	6/1/2018 quarterly
G2.B5.S2.A2 A377449	Teachers will participate in their PLCs to create rigorous, differentiated center activities that...	Alvarez, Agathe	8/14/2017	PLC meeting notes, lesson plans and differentiated center activities	6/1/2018 weekly
G2.B5.S2.A3 A377450	The leadership team will conduct observations and provide teachers feedback on differentiated...	Alvarez, Agathe	8/14/2017	i-Observation data and feedback to teachers and lesson plan reviews.	6/1/2018 weekly
G2.B5.S2.A4 A377451	Struggling teachers will be provided modeling and side-by-side coaching on differentiated...	Clemonshager, Julie	8/14/2017	Coach's log and peer observation reflection logs	6/1/2018 weekly
G1.MA1 M408529	Data meetings will be conducted to determine the effectiveness of the differentiated lessons.	Alvarez, Agathe	8/14/2017	FSA data, IReady data, MAPs, grade level formative assessments.	6/6/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Invest in Human Capital)

G1.B5 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

G1.B5.S1 Instructional Coach will provide instructional rounds training/side-by-side coaching with the leadership team.

PD Opportunity 1

Teachers will be provided additional time to plan lessons in their PLCs based upon District PLC

Facilitator

Agathe Alvarez

Participants

Classroom Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2. Teachers will develop their proficiency using the Instructional Framework in order to increase student achievement.(Accelerated student Performance)

G2.B5 Teachers have limited strategies in differentiating instruction.

G2.B5.S2 Provide on-going professional development and coaching for teachers in strategies to differentiate instruction.

PD Opportunity 1

Professional development will be provided on differentiating instruction.

Facilitator

Core team

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	**G1.B5.S1.A1**	**Teachers will be provided additional time to plan lessons in their PLCs based upon District PLC**				**$0.00**
2	**G2.B5.S2.A1**	**Professional development will be provided on differentiating instruction.**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	140-Substitute Teachers	0361 - Tildenville Elementary	General Fund		$6,000.00
3	**G2.B5.S2.A2**	**Teachers will participate in their PLCs to create rigorous, differentiated center activities that align to the standards.**				**$0.00**
4	**G2.B5.S2.A3**	**The leadership team will conduct observations and provide teachers feedback on differentiated instruction.**				**$0.00**
5	**G2.B5.S2.A4**	**Struggling teachers will be provided modeling and side-by-side coaching on differentiated instruction. Teachers will have the opportunity to observe their peers.**				**$0.00**
					Total:	**$6,000.00**